

# **INSPECTION REPORT**

**WEST KIDLINGTON PRIMARY SCHOOL**

**KIDLINGTON**

LEA area: Oxford

Unique reference number: 123004

Headteacher: Mr E. Symonds

Reporting inspector: Mr A. Calderbank [7979]

Dates of inspection: 10<sup>th</sup> – 13<sup>th</sup> June, 2002

Inspection number: 195837

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Oxford Road  
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Oxford  
Postcode: OX5 1EA

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Appropriate authority: The Governing Body

Name of chair of governors: Mr B. Laynes

Date of previous inspection: June 16<sup>th</sup> – 20<sup>th</sup>, 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7979	Mr A. Calderbank	Registered inspector	Science; Religious education; Equal opportunities.	What sort of school is it? How high are standards? – The school's results and achievements. What should the school do to improve further?
16472	Mrs C. Stormonth	Lay inspector		How high are standards? - Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
2465	Mr G. Yates	Team inspector	Information and communication technology; Physical education; Special educational needs.	How well is the school led and managed?
11922	Mrs J. Watkins	Team inspector	Geography; History; Music.	How well are pupils taught?
11756	Mrs B. Surridge	Team inspector	English; Art and design.	
18524	Mrs A. Shaw	Team inspector	Foundation Stage; Music.	
22669	Mr T. Prosser	Team inspector	Mathematics; Design and technology; English as an additional language.	How good are the curricular and other opportunities offered to pupils?

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## **PART A : SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

West Kidlington County Primary School is a large primary school for boys and girls aged four to eleven years. The school is situated to the north of the city of Oxford in an area of mixed private and public housing. There are 477 pupils on roll. The percentage of pupils known to be eligible for free school meals is below the national average. Twenty-one percent of pupils have been identified as having special educational needs which is similar to the national average. There are 20 pupils who are receiving external support mainly for speech, autistic, learning and emotional and behavioural problems. Six children have a statement of special educational needs. There are 39 children from ethnic minorities and 21 speak English as an additional language but only 13 need extra support. When children start in the Reception class, most have attended the nursery on the same site. Their attainment is broadly average.

### **HOW GOOD THE SCHOOL IS**

West Kidlington Primary School is a good school. Standards in most subjects are above average by the end of Year 6. Personal, social and health education (PSHE) makes a very significant contribution to pupils' development. The good quality teaching and pupils' very positive attitudes to learning ensure that pupils achieve well. The school is fulfilling its mission statement. It is well led and managed and gives good value for money.

#### **What the school does well**

- Standards in English, mathematics, science, information and communication technology, religious education and most other subjects are above average by the end of Year 6.
- Information and communication technology is used very effectively to support learning in most subjects.
- The leadership and management shown by the headteacher, senior staff and governors are good.
- The quality of teaching is good overall and a high proportion is very good. As a result pupils are interested in learning and enjoy school.
- Relationships throughout the school and pupils' behaviour are excellent.
- Provision for special educational needs is very good.
- PSHE makes a valuable contribution to children's personal development and their spiritual, moral, social and cultural development is excellent overall.

#### **What could be improved**

- The quality of learning opportunities, especially the use of the outdoors, for children in the Reception class.
- The use made of assessment information in subjects other than English, mathematics, science and information and communication technology to improve standards.
- Subject co-ordinators' involvement in evaluating the quality of teaching and learning.

(The school has already recognised that these issues need to be addressed.)

*The areas for improvement will form the basis of the governors' action plan.*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Since then satisfactory progress has been made in dealing with most of the issues identified. The quality of teaching is better. Teachers now make clear to pupils what they have to do in order to develop and extend their language skills. As a result, pupils' skills with regard to drafting, spelling and handwriting have improved. The new headteacher has monitored and evaluated teaching throughout the school and given constructive feedback to individuals. However, co-ordinators are still not fully involved in evaluating the quality of teaching and learning in their subjects. All subjects have schemes of work and a whole-school approach to assessment has been put in place. Effective use is being made of assessment information to track and target pupils in English, mathematics, science and information and communication technology. Under the leadership of the new headteacher the school is very well placed to move even further forward.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	A	A	B	C
Mathematics	C	A	C	E
Science	C	A	B	D

<b>Key</b>	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

In the year 2001, the school received an achievement award for excellence following its results in the 2000 National Curriculum tests taken at the end of Year 6. In 2001 the high number of pupils with special educational needs in the Year 6 age group had a detrimental effect upon the standards pupils achieved. Inspection evidence shows that standards in English, mathematics and science have improved this year and are above average. The school is likely to achieve its target for Level 4 attainment in English and mathematics in this year's national tests. Pupils make very good use of the information and communication technology suite and achieve above average standards. In religious education, art and design, design and technology and history, standards are above those found in most schools. Standards in geography, music and physical education are similar to those found in most schools

The majority of children in the Reception class make satisfactory progress overall but the range and quality of learning experiences limit progress in some areas of the curriculum. Most will attain the expected early learning goals by the end of the year.

By the end of Year 2, standards of attainment in English, information and communication technology and art and design are above average. Standards in all other subjects inspected are similar to those found in most schools for this age group.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are happy in school, very keen to learn and give their full attention to lessons.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is excellent. Pupils play very well together in the playground and work co-operatively during lessons.
Personal development and relationships	Very good. Children of all ages get on very well with each other and with all members of staff. Pupils carry out jobs in school responsibly and sensibly.
Attendance	Good.

The pupils are very enthusiastic about school and take a pride in everything they do.

## TEACHING AND LEARNING

Teaching of pupils in:	Foundation Stage	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good overall and a strength of the school. During the week of the inspection a high proportion of the teaching was very good or better and no unsatisfactory teaching was observed. This is an improvement since the last inspection. Teachers have fully incorporated the National Literacy and Numeracy Strategies into their planning. The basic skills of reading, writing, spelling, and handwriting are taught thoroughly. An appropriate emphasis is placed on developing pupils' knowledge and understanding of number and mathematical procedures. In Years 3 to 6, the setting of pupils by attainment in English enables teachers to plan effectively to meet pupils' needs, including those with special needs and those who speak English as an additional language. However, in mathematics there is a need for teachers to make better use of assessment information to plan more challenging work for some of the higher attainers. Information and communication skills are taught effectively and teachers provide very good opportunities for pupils to use their newly acquired skills in other subjects. The major strengths in the teaching seen were effective planning, teachers' good subject knowledge and high expectations of the pupils to listen attentively. The quality of learning is good throughout the school. In most lessons, pupils show interest, concentrate carefully and try hard.

Teaching is satisfactory overall in the Reception class where the newly established team is beginning to work well together. While there are some good learning opportunities in some areas of learning, more needs to be done in some others, for example in incorporating the outside environment into other aspects of the curriculum. Appropriate opportunities are provided for children to explore and learn for themselves but teachers need to record pupils' achievements more systematically.

Pupils with special educational needs make good progress, because work is matched to their ability. Teaching assistants support these pupils very well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum meets national requirements. In Years 1 to 6 pupils are provided with a suitable range of relevant learning opportunities. However, in the Reception class, there is limited use of the outdoors to extend the children's learning. The programme of extra activities and visits is good.
Provision for pupils with special educational needs	Very good. Pupils are identified at an early stage and achieve well. They are provided with appropriate support to reach the targets in their individual education plans.
Provision for pupils with English as an additional language	The small number of pupils who need additional support in learning English are provided with appropriate help. They are fully involved in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Excellent attention overall is paid to fostering pupils' spiritual, moral, social and cultural development. Staff members expect pupils to show good manners and to consider others at all times. Assemblies and moments of reflection contribute very effectively to pupils' spiritual development and to the positive atmosphere of the school. There is very good provision to develop pupils' self-esteem and a sense of their own skills and talents.
How well the school cares for its pupils	Satisfactory procedures are in place for child protection and for ensuring pupils' welfare. However, the school needs to put in place a more effective system for risk assessment. Pupils' personal development is well supported and monitored effectively. Assessment in English, mathematics, science and information and communication technology is detailed.

The school's partnership with parents is very good and they are fully involved in their children's education. However, the annual written reports to parents do not always contain enough information about pupils' progress in all subjects and how they might improve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher has a clear vision of how he wants the school to develop and has already drawn up an action plan that is firmly focused on raising standards further. He is well supported by the senior management team. Co-ordinators have been given more responsibility and time to carry out their duties but are not fully involved in monitoring and evaluating what is happening in lessons.

How well the governors fulfil their responsibilities	Good overall. Governors fulfil most of their legal responsibilities and have a good knowledge of the strengths and weaknesses of the school. However, their annual report to parents does not include all the required information. They are effectively involved in setting targets for improvement.
The school's evaluation of its performance	Good. The school has identified appropriate priorities for development. The school analyses its test results in English and mathematics and uses the information well to track individual pupils and to set targets for improvement.
The strategic use of resources	The strategic use of resources is good. Budget decisions are linked well to the school's educational priorities. Monies allocated to such areas as special educational needs are used well.

Staffing levels are adequate for the school's needs. Most classrooms in the main building are of an appropriate size but space is very limited for children in the Reception class. Currently seven classes are housed in demountable buildings, two of which do not have hot water supply or toilet facilities. There are satisfactory resources overall for all subjects.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Teaching is good and the school is well led.</li> <li>• They would feel comfortable in approaching the school with problems.</li> <li>• Children are expected to work hard and as a result make good progress.</li> <li>• Children like school and behave well.</li> <li>• The school helps children to become mature.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities offered outside of lessons.</li> <li>• The work that pupils are expected to do at home.</li> </ul>

The inspection team agrees with the parents' positive views. However, they think that children are provided with a good range of activities outside of lessons. The school makes good use of homework to extend pupils' learning but it needs to make its policy clearer to parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The attainment levels of children entering the Reception class are average. Children settle quickly into the routines of the school because of the good preparations made for them. Despite the fact that the class had only been in existence for just one term, it was apparent that the children were into a sound pattern of learning and engaged in an appropriate range of activities which catered for their needs. By the time that they are ready to start in Year 1, most children will have made satisfactory progress overall and reached the standards expected.

2. In the reception class children make good progress in developing their independence and the ability to work with others. By the end of the year most will achieve the expected learning goals for the age group in personal, social and emotional development and a significant minority will exceed them. In communication, language and literacy, they make a satisfactory start, recognising initial letter sounds and blends. By the time children are ready to start in Year 1 most can comprehend simple texts and write their letters correctly. In mathematical development, number skills are being developed satisfactorily and it is expected that the majority of children will achieve the early learning goals in this area. Most count confidently to twenty and understand concepts such as greater and smaller. Children make sound progress in developing their knowledge and understanding of the world. They are interested in their surroundings and can use computers confidently. Attainment levels are in line with expectations in this area of learning by the end of the Reception year. Satisfactory progress is made in the development of children's physical skills. The school hall is used well for physical education but the lack of outside play resources limits the progress children can make. In creative development, the children are making appropriate progress as they explore colour, texture and pattern. In music they enjoy singing rhymes and songs. By the end of the Reception class, attainment is broadly in line with that found in most schools.

3. Over the three years 1999 to 2001 boys and girls have under performed against the national averages in reading, writing and mathematics by the end of Year 2. However, the results in 2002 are expected to show improvement, due in no small measure to the good use now being made of assessment information to track and target groups and individual pupils. In the 2001 National Curriculum tests taken at the end of Year 2, pupils' attainment in reading was well below the national average, in writing it was close to the national average and in mathematics it was below the national average. In all three aspects standards were well below the average for similar schools. The teacher assessments for science showed that attainment was

above average at Level 2 and above but well below average at Level 3 and above. However, good progress is now being made in Years 1 and 2 and more pupils are working at the higher level.

4. In 2001, the school received an achievement award for attaining well above average results in the 2000 National Curriculum tests taken at the end of Year 6 in English, mathematics and science. However, standards were not as good in the 2001 tests because of the high number of pupils with special educational needs in the Year 6 classes. Pupils' performance in English was above the national average and close to the average for similar schools. In mathematics it was in line with the national average but well below that found in similar schools. Pupils' performance in science was above the national average but below the average for similar schools. Based on test results for the past five years, the trend in the school's average National Curriculum points for English, mathematics and science was below the national trend. However, inspection evidence suggests that standards have improved this year because of the good use now being made of assessment information to improve standards. Over the three years 1999 to 2001, girls have performed better than boys in English, mathematics and science. No obvious reasons were noticed during the inspection as to why this should be so. Boys and girls in Years 3 to 6 applied themselves equally and with interest in lessons.

5. Inspection evidence indicates that the majority of pupils are attaining at least the expected levels for their ages in most subjects and their achievements are good overall. These findings broadly reflect those made at the time of the last inspection. However, pupils' progress is improving in English, mathematics and science because teachers are now beginning to make effective use of the information gathered from assessments to track individual pupils and target groups.

6. The majority of pupils reach the expected standard in writing, reading, speaking and listening by the end of Year 2 and the proportion working at the higher levels is above average. Pupils are confident speakers and listen well to others. They enjoy reading and use picture clues as well as their knowledge of phonics to help them tackle new words. Pupils demonstrate a good understanding of the text. They make good progress developing their writing skills and by the end of Year 2 most pupils can write independently.

7. Standards in English are above average by the end of Year 6 and pupils are making good progress and achieve well. As at the time of the last inspection, speaking and listening continues to be a significant strength of the school. In discussion, pupils build on the opinions of others and are not afraid to express an independent opinion. Pupils continue to make good progress in reading during Years 3 to 6 and by the time they leave they are able to talk in depth about different authors and discuss a range of genres including poetry. Writing standards are good and pupils write for a variety of purposes and audiences. Pupils use their language and literacy skills well in other areas of the curriculum. They have appropriate opportunities, for example in geography and history, to discuss ideas and to read for information.

8. Pupils' attainment in mathematics at the end of Year 2 has improved and is in line with that found in most schools. Pupils have a secure knowledge of addition and subtraction facts and tell the time accurately. However, most of the work in Year 1 is completed on worksheets which limits the progress of the more able pupils. Attainment in mathematics is above average by the end of Year 6. Pupils have very good computational skills and use a good variety of strategies for carrying out mental calculations. Numeracy skills are developed effectively in other areas of the curriculum. For example, in science pupils measure temperature and collect data.

9. In English and mathematics pupils are taught in groups according to prior attainment and overall this is benefiting them. However, in mathematics some higher attaining pupils are not being suitably challenged.

10. There is evidence that standards are improving in science throughout the school. By the end of Year 2, pupils can record their observations and findings appropriately and have a sound knowledge of the topics they have covered. By the end of Year 6, their attainment is above average and good progress has been made. However, higher attainers are not given the opportunity to set up an investigation for themselves.

11. Standards in information and communication technology have improved significantly since the last inspection, because of new facilities and increasing teacher skills. Pupils' attainment by the end of Years 2 and 6 are above those found in most schools. Very good use is made of information and communication technology in most other subjects. Standards in religious education are in line with the expectations in the locally Agreed Syllabus by the end of Year 2. Pupils' attainment has improved since the last inspection in Years 3 to 6 and now exceeds expectations by the end of Year 6.

12. The school has maintained the high standards found at the time of the last inspection in art and design and standards remain above average by the end of Years 2 and 6. In design and technology, pupils make satisfactory progress in Years 1 and 2 and attain standards similar to those found in most schools. Good progress is made in Years 3 to 6 and standards are now above average.

13. Attainment in geography is similar to that found in most schools by the end of Years 2 and 6. Standards in history are in line with expectations by the end of Year 2 but are above by the end of Year 6. Pupils' attainments in music and physical education are similar to those found in most schools.

14. Pupils with special educational needs and the small number of pupils who speak English as an additional language make good progress against the targets set out clearly in their individual education plans. The range of provision available, including withdrawal for small group teaching and support in classrooms, contributes effectively to the progress which pupils make. Appropriate provision is made for pupils the school has identified as being gifted or talented.

### **Pupils' attitudes, values and personal development**

15. Pupils have very good attitudes to school and their behaviour is outstanding. These findings broadly reflect those made at the time of the last inspection. Pupils enjoy school, work hard and listen carefully to advice to raise their attainment. Relationships throughout the school are excellent making a harmonious, vibrant and inclusive community where the ethos is respectful and pupils enjoy a very good quality school life. Parents were highly complimentary about how much their children like school and how pupils are helped to become mature and responsible.

16. Children in the Reception year class behave very well and are developing confidence, and good social skills. They work well together, share ideas and resources and show enjoyment in the success of others. This was seen when pupils were keen to show off their classmates' good artwork around the classroom. They listen and answer questions to the limit of their ability and are eager to please their teacher with their good efforts.

17. Pupils respond particularly well when teaching is very good. In these lessons there are high expectations and opportunities for pupils to get fully engrossed and work very hard. They are good at following instructions in physical education and respond well to praise and encouragement that helps pupils work harder and improve their skills. Year 6 pupils were keen to master the skills of volleyball in this way. Pupils relish challenge, they are keen to learn, have good concentration levels and answer questions eagerly, especially in science when they were exploring the outdoor environmental area which inspired some very good learning about habitats and adaptation. Pupils with special educational needs and the few who speak English as an additional language have very good attitudes to learning and try hard to succeed. These very positive attitudes are a very significant factor in the good progress that all pupils make.

18. Behaviour around the school is outstanding. Pupils are polite, friendly and helpful to visitors. They behave really well both inside and outside the classroom. Teachers are able to concentrate on the lesson's work without having to dwell on behaviour. No unsatisfactory behaviour was observed in lessons.

Lunchtimes are very pleasant, sociable occasions where year groups are mixed and pupils make friends with others out of their own year group. Behaviour in the playground is usually excellent as many pupils play football with good-natured camaraderie and practise their 'hoola-hoop' skills. There was a real sense of community when pupils packed the hall to watch England play in the World Cup and cheered their hearts out. Behaviour in assembly is exemplary as pupils show respect and listen attentively. Pupils strongly confirmed that 'they don't have bullies and they don't want them.' On the rare occasion when bullying is reported it is dealt with effectively. There have been no exclusions in recent years.

19. Relationships are excellent. They are based on mutual respect and a very strong, shared commitment to the values that are promoted. Pupils could not praise their teachers highly enough and feel lucky to be at this school. The personal development of pupils is very good. Pupils are able to take on greater responsibility and develop greater maturity as they move up through the school. PSHE lessons and 'values' teaching make a significant contribution to personal development. These encourage pupils to have very high levels of respect for the feelings, values and beliefs of others and to understand truly the impact of their actions on others. An excellent values lesson in Year 5 featured 'understanding.' This was inspirational in the way it helped pupils to realise how lives can be enriched if there is better understanding of self and others. Pupils are also able to develop some important life skills, good citizenship and a healthy life style.

20. Pupils have many really good opportunities to take on responsibility when they carry out the many jobs listed in each classroom, which they do diligently and enjoy the trust placed in them. They lead class assemblies, represent their school in local sports competitions and sing locally in the choir. Older pupils help in the smooth running of the school day, by acting as 'blue-banders' who supervise their areas during playtime very well, by looking after the main school office at lunchtime and by helping in assemblies. Pupils confirmed that the highlight of Year 6 was the Osmington Bay residential trip, which gave them some very exciting and new personal experiences. The buddy system is very successful when older pupils look after younger children, help to induct them and engage in shared activities like reading and story writing. The School Council has recently been reconstituted and suggestion boxes in each classroom enable pupils to channel suggestions.

21. When pupils are given opportunities to work independently they respond well and the quality of learning is very good. This was seen in an information and communication technology lesson when pupils were developing skills in musical composition. Pupils had time to compose and experiment when their music did not sound right and others gave friendly critical advice. Some lessons restricted pupils' freedom to choose, to gather their own evidence, to observe, to question and to evaluate their learning. Pupils said that they would like more freedom in art and design to develop their own creativity and in science they felt that they could do more for themselves rather than the prescribed work set.

22. Attendance is good and is above the national average and reflects pupils' enjoyment of school. Punctuality on arrival at school is satisfactory. The rate of unauthorised absence is well below the national level. Registrations are brisk and efficient and provide a good start to the day. Absence is usually attributable to genuine illness but holidays in term time account for a large amount of absence.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

23. The overall good quality of teaching throughout the school is one of its strengths. There have been significant improvements made since the previous inspection and no unsatisfactory lessons seen. Four out of every five of lessons were found to be good or better. A high proportion (two in every five) were judged to be very good or better, which is almost double the proportion observed at the previous inspection. The overall good quality of teaching ensures that the quality of learning throughout the school is good. Pupils show interest, concentrate carefully, try hard and take a pride in the appearance of their work.

24. Teachers have fully incorporated the National Strategies for Literacy and Numeracy into their planning and the basic skills of reading, writing, spelling and handwriting are taught thoroughly. An appropriate emphasis is placed on developing pupils' knowledge and understanding of number and mathematical procedures. 'Setting' arrangements by attainment in English for pupils in Years 3 to 6 are effective and enable teachers to meet pupils' needs, including those with special needs and who speak English as an additional language. The 'setting' arrangements are less successful in mathematics because teachers do not sufficiently challenge some of the more able. Information and communication skills are taught well and teachers provide good opportunities for pupils to practise these in other subjects. The co-operative planning across year groups works well. However, co-ordinators do not yet evaluate the quality of teaching and learning in their subjects in order to share good practice and improve standards.

25. The quality of teaching in the Reception class is satisfactory overall and good and very good teaching was also observed. Teachers manage children well. They plan appropriately for most aspects of the Foundation Stage curriculum, in preparation for entry to Key Stage 1. There is satisfactory focus on the development of literacy and numeracy but there are few opportunities for the development of gross motor control. Opportunities to work outside are also limited because of the confines of the area available. Classroom activities include those which are adult-directed, and those which are child-selected. Children are given time to work in large and small groups. In the most successful lessons observed, particular strengths included good planning, effective questioning techniques, an emphasis on the use of correct vocabulary and clear demonstration of what was to be learnt. As a result, children made good progress in skills development. In the less successful lessons, learning outcomes were unclear and the organisation of time and personnel less assured. For example, in a physical education lesson both teachers took all the children together in the hall when it would have been more appropriate to split the class.

26. In Years 1 and 2 the overall quality of teaching is good. A high proportion is very good or better. Examples of excellent teaching were seen in mathematics and information and communication technology and very good teaching was observed in a wide range of subjects. Common features of the best teaching are excellent classroom management, very good use of support assistants, and of time and resources, careful planning of lessons, which are well paced and include activities that are well matched to different abilities. Pupils are encouraged to practise literacy and numeracy skills in other subjects and the use of information and communication technology across the curriculum is widespread. In the less successful lessons though still satisfactory, planning is less clear, questioning techniques lack sharpness and the activities do not always challenge some of the higher attainers. In these lessons teachers have not made sufficient use of assessment information to take pupils' learning further.

27. The overall quality of teaching in Years 3 to 6 is good. The excellent teaching in PSHE and in religious education reflects the school's emphasis on 'Values Education'. The lessons owe much to the teachers' commitment to this approach and their ability to get pupils to draw on their own experiences, to examine their own innermost feelings and to express them. In an excellent art and design lesson the teacher's own skilful technique and demonstration of specific strategies enabled pupils of all abilities to overcome problems and to work with a sustained concentration, which resulted in considerable gains in their skills. Some examples of very good teaching were observed in most subjects. Typically effective approaches include clear learning objectives, which are shared with pupils. Teachers' very good subject knowledge is often injected with humour, challenging questions are posed and tasks are well matched to pupils' attainment levels. Good use is made of a variety of presentational approaches using a range of visual means and clear explanations. Expectations are high and the pace of lessons brisk. Literacy, numeracy and information and communication technology skills are incorporated into many lessons and there are good cross-curricular links. In the less successful lessons the slow pace and lack of challenge, sometimes allow pupils to become restive. The range of teaching style is more limited and tasks do not stimulate pupils' interest. There are fewer opportunities for pupils to evaluate their own work, for example in some physical education lessons, and occasionally praise is given without merit.



28. The overall quality of teaching in English is good throughout the school and this is reflected in the above average attainment by the time pupils leave. Good subject knowledge, well chosen texts, and effective questioning techniques contribute well to the effectiveness of the teaching. Many teachers have high expectations of their pupils and provide a strong challenge for all. Activities are usually well matched to pupils' attainment levels. Good use is made of learning support assistants to help pupils with special educational needs and those who speak English as an additional language.

29. The quality of teaching in mathematics in both key stages is good. However the 'setting' arrangements in Years 3 to 6 are less successful than they are in English. In mathematics, whilst teachers do plan for the range of attainment levels within each set, more challenging work could be set for all the higher attainers and not just some. Pupils have good opportunities to apply their mathematical skills in other subjects, for example the use of tables, bar-charts, graphs to communicate results in science, the collection of data in geography and the use of accurate measurement in design and technology. Satisfactory use is made of information and communication technology to develop pupils' mathematical skills.

30. Science is well taught in both key stages. Teachers have good subject knowledge and give clear explanations. They use different methods of teaching and learning, such as direct teacher input, question and answer techniques and observation. Good use is made of the school's environmental area for the teaching of science when appropriate. Pupils are expected to use the correct scientific terminology. However, teachers could provide opportunities for older pupils to plan and set up their own investigations.

31. The teaching of information and communication technology skills is good. Very good use is made of the resources available. The readily accessible technical assistance is an invaluable asset. Information and communication technology skills are effectively practised in most other curriculum areas.

32. The quality of teaching in the majority of other subjects is good overall, with significant strengths. Teachers use a wide range of teaching methods and a variety of appropriate resources. However, an agreed on-going and systematic means of tracking pupils' attainment in subjects other than English, mathematics, science and information and communication technology is at an early stage of development. The quality of homework is good. It is usually linked to class activities, and includes other subjects as well as the emphasis on English and mathematics. However, there is a need to clarify the provision so that parents are more aware of what is being set.

33. There is very good provision for pupils with special educational needs and their difficulties are identified early. Teaching assistants support them well. Appropriate regard is taken of targets in pupils' individual education plans. The school has identified pupils with specific gifts and talents and makes good provision for them. Pupils who speak English as an additional language are also very well provided for. Teachers know their pupils well and work is always matched to the pupils' prior attainment.

34. The quality and consistency of marking are satisfactory throughout the school. Teachers' written comments usually provide sufficient, constructive advice to pupils on what to do next to improve of their work. Homework is used well to support pupils' learning.

35. Pupils enter school with overall average competencies. The good teaching in both key stages contributes positively to the above average attainment achieved by most pupils in many subjects by the time they leave the school.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

36. The quality of the curriculum is satisfactory for children in the Foundation Stage. For those in Years 1 to 6 it is very good overall. All statutory requirements are met and the pupils benefit from a good range of extra-curricular activities. A relative weakness is the lack of challenge for some higher attaining pupils in mathematics.

37. The curriculum for pupils in the Foundation Stage is based on national guidance and covers the six areas of learning. Appropriate emphasis is placed up the children learning through experience and language. There are clear learning outcomes for the work that the pupils undertake and these provide a basis for the assessment of their progress. However there is no structured planning or use of large play equipment.

38. As at the time of the last inspection, the school provides a broad and balanced curriculum in Years 1 to 6, covering all subjects of the National Curriculum and the locally Agreed Syllabus for religious education. All subjects receive an appropriate allocation of curriculum time. Since the last inspection the national strategies for literacy and numeracy have been successfully introduced and given appropriate prominence. Curriculum policies and schemes of work are now in place for all subjects and give teachers a secure structure from which they can plan their lessons with increased confidence. This is an improvement from the time of the previous inspection when it was found that schemes of work were not sufficiently developed or implemented to ensure consistency.

39. All pupils have equal access to the full curriculum and are fully integrated into the life of the school and its various activities. The school makes very good provision for pupils with special educational needs and the few who speak English as an additional language. Individual education plans are used well to inform teachers' planning and ensure work is matched appropriately to the pupils' prior attainment levels. Classroom assistants are kept closely informed of pupils' needs and offer good support for pupils' learning in the classroom.

40. The school has a policy for the identification of pupils of high ability. Teachers are aware of the needs of these pupils and plan suitable work. However, in mathematics, appropriate challenges for some of the higher attaining pupils and faster workers are not being offered and expectations are too low. In science, work is sometimes over-directed by the teacher and there are no opportunities for higher attainers in Year 6 to set up an investigation for themselves in order to answer their own queries.

41. Teachers implement the National Literacy and Numeracy Strategies successfully. Lessons are appropriately organised and pupils are familiar with the daily classroom routines that accompany these activities. Information and communication technology is used well to support the development of literacy skills and staff are familiar enough with relevant software to ensure it is used effectively to support learning in most other subjects.

42. The school provides a good range of extra-curricular opportunities in order to enrich the curriculum. These include a number of sporting and musical activities, as well as gardening, cycling proficiency and

environmental activities. In a similar way, the school makes use of a wide range of visits outside school in order to extend pupils' learning. These include such places as Sulgrave Manor, Imperial War Museum, Oxford museums and a residential visit to Osmington Bay in Dorset. In order to support work in the curriculum, the school welcomes visitors such as musicians, theatre groups, fire brigade, police and the school nurse.

43. The school makes very good provision for personal, social and health education and citizenship and is initiating a wide-ranging programme on personal values in order to extend this. There are many good opportunities given to pupils to prepare them for the responsibilities and experiences of adult life. Sex education is taught as part of the science curriculum, with separate focus for older pupils. The school encourages pupils to adopt a healthy life style, including education about the use and misuse of drugs in its science and personal and social education and physical education lessons.

44. The contribution of the community to pupils' learning is good. A well organised body of people from around the locality the under the title of 'The Kidlington Voice' is active in encouraging close links between local businesses and the school. The school has benefited from this organisation's work. Pupils are given the opportunity to sing and take part in the local church's flower festival. At harvest time they deliver parcels to the senior citizens of the area. Visits to the local university introduces them to student life and the work of a major hospital is also examined through study visits.

45. The school has good links with its partner institutions. They hold shared curricular events, and subject co-ordinators offer support and advice to each other. Good practice is shared between schools. Transfer arrangements between the secondary school is good. Pupils in Year 5 are initially given the opportunity to meet and talk with teachers from the secondary school and regular visits take place prior to them transferring at the end of Year 6.

46. Since the last inspection the school has continued to make excellent provision for spiritual and moral development. It makes very good provision for social and cultural development. These areas combined continue to be a very significant strength, and distinctive feature of the school.

47. The 'values' education continues to underpin the life of the school. The sculpture of a large globe held up by five hands by the school entrance is symbolic of all it stands for. The school successfully gives pupils a spiritual dimension to their lives. The last report found the school to be peaceful, caring and purposeful. It still is.

48. The excellent provision for spiritual development enables pupils to understand their own and also others' beliefs. Pupils, especially in assemblies and time-tabled periods of reflection, have the opportunity to consider human feelings and emotions. There is respect about most that they do. In Years 1 and 2 pupils are given the opportunity to close their eyes and imagine music by Vivaldi as shapes. In Years 3 to 6 the youngest pupils are asked to consider how to help a classmate whose great grandmother has just died, and older pupils have made a display board about emotions. Teachers throughout the school are good at creating spontaneous opportunities for spiritual development from classroom situations. The aesthetically pleasing displays throughout the school, and the enclosed courtyard with sculptures, pond, and attractive seating also provide on-going opportunities for pupils to marvel and to reflect. Pupils of all ages are used to formal prayer within the act of worship. Grace is said before lunch. Pupils know a range of hymns and sing well, sometimes accompanied by instruments. The act of worship meets statutory requirements fully.

49. The school provides an excellent framework for moral development. Pupils are expected to have good manners, to be well behaved, courteous and polite. All adults in the school provide excellent role models. Pupils are very clear about the difference between right and wrong and understand how their behaviour might affect others. They understand the school's Golden Rules. Pupils are taught the skills to think through the consequences of their own and others' actions and are involved in making their own classroom rules. Pupils of all ages know the sanctions and rewards that apply. The School Council is an important part of the school's life. Ethical issues such as the environment, and concepts such as honesty and understanding are discussed openly. Pupils are encouraged to express views on such matters and are confident to state reasoned judgements on moral dilemmas, such as the use of petrol or the pollution caused by plastic drink bottles.

50. The provision for social development is very good. Pupils are encouraged to be helpful to adults and to each other in and out of school. New pupils, and visitors, are quickly accepted and made welcome. Pupils are used to sharing and co-operating, and they take an interest in each other's achievements. They undertake an increasing range of responsibilities as they move up the school. The youngest pupils tidy away the apparatus that they have used, and take the register to the office. Older pupils take good care of younger ones. The 'buddy system' enables older pupils to share with younger ones on a regular basis. The oldest pupils have the opportunity to go on an extended school journey, such as to the activity centre at Osmington Mills. There are some opportunities for pupils to join in activities within the local schools' partnership. Out of lesson activities, such as athletics, football and netball, contribute significantly to pupils' skills in organising themselves and getting on with others. Opportunities to collect for charity enable pupils to think about those less fortunate than themselves.

51. Provision for cultural development is very good. It is promoted very effectively through subjects and through an interesting range of educational visits. The school teaches pupils to value their own cultural traditions and to appreciate the diversity and richness of others. The values education teaches pupils to accord dignity to other people's beliefs. The comparative studies of rites and celebrations in Christianity, Islam and Hinduism as part of the syllabus for religious education provide further opportunities for cultural awareness. The school makes appropriate use of the immediate environment and there are links with a school in Denmark. Day visits are made for example to the Ashmolean museum in conjunction with a project on Ancient Greece; to Sulgrave Manor and to a specialist farm. Some festivals and traditions are celebrated and an annual drama production. Performing arts groups visit on occasion and there have been artists in residence.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

52. The school takes good care of pupils and this helps to improve the effectiveness of the teaching and learning. Staff members know their pupils very well and pupils are confident in their approaches to their teachers and other adults in the school. This helps pupils to feel happy and secure. The school gives a high priority to an effective range of procedures to encourage good attendance, good behaviour and good work habits.

53. The procedures for monitoring and improving attendance are good. There is clear evidence of some improvement with the small number of pupils who have poor attendance and punctuality. The school also tries to persuade parents not to take holidays during term-time but is only having limited success.

54. The procedures for monitoring and promoting good behaviour are excellent and are a real strength of the school. Right from the start, pupils are given very good guidance on how to behave and how the 'values' promoted reflect on behaviour. Behaviour management is consistently positive and focuses on good behaviour as examples for others to follow. Pupils are very familiar with the school's 'Golden Rules' and class rules. Expectations for behaviour are very high and pupils' behaviour is excellent. The procedures for eliminating any oppressive behaviour are also outstanding. When any misbehaviour occurs, pupils are encouraged to reflect calmly on the value featured in the main hall. This causes pupils to think carefully about their behaviour and give a measured reflective response to it. On the rare occasion, when any bullying is reported it is investigated and effective action taken to stop it.

55. The arrangements for child protection are satisfactory. The headteacher is the designated person. However, he has not yet arranged training for staff so that all are familiar with the child protection arrangements locally and the procedures in school. A draft of the new staff handbook includes details of the child protection arrangements and this is an improvement on the current version that does not include this important aspect. All pupils' medical conditions are well known and catered for and there are plenty of staff trained in first-aid to cover for any pupils who have been injured.

56. The management of health and safety has weaknesses. Regular risk assessments are not recorded and some of the routine checking systems are not fully in place. There are some health and safety issues that cause concern and these have been reported to the school for attention.

57. The procedures for monitoring and supporting pupils' personal development are good and are underpinned by 'values' teaching. Much of this monitoring is informal, promoted by teachers who know pupils very well and sustain very positive relationships with them. Teachers show a high level of support and commitment to pupils and are able to give them good advice for improving attitudes, social skills and encourage a good work ethic and good quality of school life.

58. The procedures for monitoring pupils' attainment and progress are satisfactory overall. They are good in English, mathematics, science and information and communication technology. Since the last inspection, the school has started to track the pupils' progress from the Reception year onwards through assessments and tests. This is now providing useful information to aid the target setting process.

59. Assessment procedures are satisfactory overall. Good procedures are in place in English, mathematics, science and information and communication technology and the school is now beginning to make effective use of the information in order to improve standards in these subjects. Though assessment procedures are also satisfactory in the Foundation Stage, day-to-day assessment lacks the necessary rigour to inform future planning. In most other subjects, there is no consistent and systematic approach to assessing pupil's achievements in order to plan for improvements to the curriculum.

60. The assessment procedures for monitoring the attainments and progress of pupils with special educational needs and English as an additional language are good overall. The information is used well to set appropriate learning objectives to be included in the pupils' individual education plans, which are of good quality.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

61. The school continues to have a good partnership with parents. Parents' views of the school are very positive. Parents are supportive and are generally well satisfied with the education provided and other

aspects of the school. They are particularly pleased that their children enjoy school so much and how approachable the school is when there are questions or issues.

62. Parents' responses to the questionnaire revealed that they have slight misgivings about two aspects - the range of extra-curricular activities and the work that pupils are expected to do at home. The inspection team investigated these aspects. They found that pupils are provided with a good range of activities outside lessons and that the type and amount of work that pupils are expected to do at home are better than those given by most other schools.

63. The effectiveness of the school's links with parents is good. The family induction arrangements are effective and children are able to settle quickly when they start school. The good links with the nursery enable children to make the transition to school easily and happily. Parents are given good information, including a full and well written prospectus. The regular friendly school newsletter also keeps parents fully in touch with all other news and information. The newsletter helpfully lets parents know about the latest monitoring the headteacher has undertaken, what assessments have been made and how the governors are helping to move the school forward. The governor's annual report to parents, however, does not contain all the required statutory information.

64. The quality of information parents receive about their children's progress is satisfactory. Parents have good termly, formal consultation opportunities to discuss their children's work and share targets for learning. Staff also commendably make themselves available at the end of each day to discuss informally any immediate issues with parents. However, there are inconsistencies in the quality of the school's annual reports on pupils' progress. Some teachers report subjects very generally and do not indicate what knowledge, skills and understanding pupils have acquired during the school year. Weaknesses are not always identified and advice for improvement is not always given. Sometimes targets are too general to be useful and contain educational jargon that is hard to understand.

65. The contribution of parents to children's learning at school and at home is very good. Homework is regularly given and forms an important part of learning, particularly for English and mathematics. Pupils in some year groups confirmed that they get different homework each week and this causes some confusion. Some clarity on the homework arrangements would be useful for parents. The reading records and homework books are well used and give parents an indication of reading progress and what homework has been set. Parents' views were recently surveyed to raise issues and to gauge opinions about school. Their views are taken seriously and can provide fresh and interesting ideas and influence improvements. The school is arranging some curriculum meetings on literacy and numeracy teaching in response to requests from parents.

66. The impact of parents' involvement on the work of the school is good. Parents are regularly asked to help and many volunteer to help each week. They are given good guidance and are deployed well in a number of useful ways. For example, they provide very good help supporting lessons and in the library. Parents always help when needs arise for things like school trips and to support swimming. They support their children in large numbers when they are invited to the school to share school productions, meetings and sports activities. The meeting about the transfer of the oldest pupils to the secondary school was well attended. The Parent Teacher Association (PTA) is an impressive, well organised and hardworking group that raises large sums and provides the school with a busy social calendar. The school has been able to use this money wisely on classroom reading books, mathematics, physical education and music resources, flip charts and whiteboards and school trips. The PTA was busy selling school uniforms and getting ready for a

post inspection family fun day during the inspection week. In such ways parents make a good contribution to children's learning at school and help improve the quality of school life.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

67. The overall leadership and management provided by the headteacher, key staff and governors are good. The school successfully meets its aims. As such it ensures a warm and uplifting feel amongst all who learn and work there. Relationships are excellent. Pupils make good progress and attain above average standards in most subjects by the time they leave. The ethos of the school is excellent and closely tied to the awareness of all staff of the school's policy on equal opportunities. All staff members conscientiously reinforce desired behaviour and praise achievement. The school has been accredited as an 'Investor in People'.

68. The headteacher is experienced and knowledgeable and provides the school with very good direction. In the short time he has been in post, he has established a very good rapport with his staff and has set sensible objectives for the school and introduced management systems to attain them. Key areas for attention, for example greater involvement of co-ordinators in monitoring their subjects, have been rightly identified. He is supported well by the senior management team. Subject co-ordinators work very hard and have very good subject knowledge. However, they do not evaluate in sufficient detail the quality of teaching and learning in their subjects so that they can advise colleagues on how to improve standards. The school has recognised this as a weakness and has plans to provide in-service training to improve co-ordinator skills in this crucial area of school improvement.

69. The school is managed very well. The general organisation and administration of the school are excellent. The headteacher is well supported by the school management team in carrying out day-to-day management duties. The school site spread over the main building and four demountable classroom units provides many potential management problems. These are all mostly overcome because of the good systems that are in place. As a result, there is an effective learning environment where there is equality of opportunity for all pupils.

70. The school has made satisfactory progress in addressing the issues raised in the last inspection report. The quality of teaching has improved and now is of a good quality overall. During the inspection a high percentage of teaching was of a very good or better quality. Subject co-ordinators are far more involved in managing their subjects but less so in providing colleagues with pointers as to how they might improve. Schemes of work have been put in place in all curriculum areas, as has a whole-school approach to assessment. While effective use is made of the information gathered from assessments in English, science and information and communication technology, more use could be made of it in other curriculum areas to improve standards. The information and communication technology suite provides a very good environment where learning can take place. Performance management procedures now meet legal requirements.

71. The governors provide committed support and are becoming increasingly involved in all aspects of school life. For example, governors are now linked to subject areas and to classes. They receive regular reports from the headteacher and, as a result, the members of the Governing Body are kept well informed about what is going on in the school and how best to carry out their duties. They use this information very effectively to shape and support the school's direction and improve provision. Through its committee structure the Governing Body meets most of its statutory responsibilities and keeps an eye on school developments. However, some of the required information is missing from the governors' annual report to parents.

72. The school development plan is of a good quality. The priorities for development are focussed appropriately on improving standards and the quality of teaching and learning. They are based on a review of all areas of school life. As such it is a very useful tool for moving the school forward. All staff and governors have had the opportunity to contribute ideas. Pupils are also encouraged to put forward suggestions for inclusion through the School Council. The priorities in the school development plan are linked to specific targets, which have deadlines for completion and criteria by which to measure success. The responsibilities for taking the necessary action are allocated. In addition, the new headteacher has recently completed a whole school self-evaluation programme with the staff.

73. Financial planning and management are very good. There are clear systems in place for ordering materials and handling monies. A member of the school management team has delegated responsibility for the budget and the Governing Body's finance committee meets regularly and monitors the budget carefully. The governors are aware of the need to obtain value for money. For example, all co-ordinators have to submit annual reports as to what effect spending has had in their curriculum areas in the previous 12 months. All the recommendations made in the last audit report have been put into practice. Additional grants are used appropriately. Day-to-day administration is of an excellent quality. This is due in no small measure to the efficiency of the school's office manager, her assistant and that of the school's finances officer.

74. The money allocated to the school to support pupils with special educational needs is used well. The effectiveness of the provision for special needs pupils is reflected in the good progress made by the pupils by the time they leave, not only in academic work but also in personal and social development. The special needs co-ordinator, despite only working part time, manages and organises the provision efficiently.

75. The school has an appropriate number of qualified and experienced staff to meet the demands of the curriculum for all its pupils including those with special needs and English as an additional language. The learning support assistants are valued highly and they make a significant contribution to the pupils' learning experiences. The school staff has a strong sense of teamwork and commitment.

76. Arrangements for the professional development of staff are very good and take due account of teachers' personal needs and the objectives identified in the school improvement plan. These arrangements have helped to improve the quality of teaching especially in information and communication technology in which teaching has improved since the previous inspection. All members of staff have job descriptions. A performance management policy has been introduced and is fully implemented. The school's good procedures for the induction of staff new to the school are thorough and ensure that they are fully informed on procedures, curriculum planning and resources.

77. The school has a satisfactory level of accommodation but space is very limited for the Reception class and the lack of outdoor play space for this age group is unsatisfactory. The school has four demountable buildings, two of which have no hot water supply or toilet facilities. There is good provision for wheelchair access to all parts of the school including the attractive out-door environmental area. The facilities for information and communication technology are good and are an improvement since the last inspection.

78. Learning resources are sufficient in most subjects, except science and religious education in which there are some deficiencies. Resources are good in information and communication technology and physical



education. The library is satisfactory and reference books are being updated. The pupils' learning experiences are enhanced by local and residential visits and by visitors

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

79. In order to improve the quality of education, the governors, headteacher and staff should:

### **improve the quality of learning opportunities in the Reception class by:**

- improving assessment procedures and ensuring that the information is used to inform planning;
- making better use of time and staff;
- developing the outside environment and making sure that the teachers' planning includes its use in all areas of learning;

(Paragraphs 2, 25, 37, 59, 78, 85, 87,88 and 93)

### **make better use of assessment information in subjects other than English, mathematics, science and information and communication technology to improve standards by:**

- ensuring that assessments are carried out systematically and against agreed criteria in all subjects;
- making sure that the information is analysed and areas for improvement identified;

(Paragraphs 26, 59, 71, 142, 149, 156, 164, 182, 189 and 195)

### **providing opportunities for all co-ordinators to evaluate the quality of teaching and learning in their subjects by:**

- using the good practice that already exists in the school.
- providing training for co-ordinators in the skills of how to evaluate the quality of teaching and learning in their subjects;
- giving them the time to carry out their duties.

(Paragraphs 24, 69, 71, 109,120, 130, 141, 149, 156, 164, 174, 182, 189 and 195)

## **Other weaknesses that should be considered by the school:**

- **the lack of opportunities for older pupils to set up their own investigations in science and the need for more challenge in the work set for some higher attainers in mathematics.**  
( Paragraphs 8, 9, 10, 24,29, 30, 36, 40, 112-113, 116-117, 122, and 127 )
- **the governors annual report to parents does not contain all the required information**  
( Paragraphs 64 and 72 )
- **the school's annual written reports to parents about pupils' progress are inconsistent.**  
( Paragraph 65 )
- **the lack of suitable resources in science and religious education and the deficiencies with regard to some aspects of the accommodation.**  
( Paragraphs 78 - 79, 130 and 195 )

- **the lack of a coherent approach to risk assessment.**  
( Paragraph 56 )

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	102
Number of discussions with staff, governors, other adults and pupils	45

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	7	35	41	19	0	0	0
Percentage	6.8	34.3	40.3	18.6	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	Y1 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		462
Number of full-time pupils known to be eligible for free school meals		45

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		96

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	21

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	3

### *Attendance*

#### **Authorised absence**

	%
School data	4.9
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

***Attainment at the end of Key Stage 1 (Year 2)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001 (00)	29	36	65

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above		20	24	25
	Girls	30	34	32
	Total	50	58	57
Percentage of pupils at NC level 2 or above	School	77 (81)	89 (89)	88 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	22	24	27
	Girls	34	34	36
	Total	56	58	63
Percentage of pupils at NC level 2 or above	School	86 (81)	89 (81)	97 (89)
	National	85 (84)	89 (88)	89 (88)

*Percentages in brackets refer to the year before the latest reporting year.*

***Attainment at the end of Key Stage 2 (Year 6)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	41	42	83

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	26	24	37
	Girls	40	34	39
	Total	66	58	76
Percentage of pupils at NC level 4 or above	School	80 (90)	70 (87)	92 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	20	24	33
	Girls	32	32	38
	Total	52	56	71
Percentage of pupils	School	63 (75)	67 (82)	86 (92)

at NC level 4 or above	National	72 (70)	74 (72)	82 (79)
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Percentages in brackets refer to the year before the latest reporting year.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	1
Black – other	1
Indian	4
Pakistani	7
Bangladeshi	0
Chinese	0
White	455
Any other minority ethnic group	22

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	21
Number of pupils per qualified teacher	22
Average class size	23.3

#### **Education support staff: YR – Y6**

Total number of education support staff	16
Total aggregate hours worked per week	246

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0
Total number of education support staff	0
Total aggregate hours worked per week	0
Number of pupils per FTE adult	0

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Financial information***

Financial year	01 – 02
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	£
Total income	891,502
Total expenditure	942,689
Expenditure per pupil	1,718
Balance brought forward from previous year	53,194
Balance carried forward to next year	2,528

Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out

350

Number of questionnaires returned

91

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	60	39	0	0	1
Behaviour in the school is good.	46	51	1	0	2
My child gets the right amount of work to do at home.	30	52	14	2	1
The teaching is good.	69	30	1	0	0
I am kept well informed about how my child is getting on.	42	52	2	0	3
I would feel comfortable about approaching the school with questions or a problem.	72	24	1	2	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	36	54	7	1	2
The school is well led and managed.	57	40	0	2	0
The school is helping my child become mature and responsible.	63	36	0	1	0
The school provides an interesting range of activities outside lessons.	27	51	11	1	9

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

80. The previous report made no mention of the areas of learning for children in the Foundation Stage (Reception class) so it is not possible to comment on any improvements made since the last inspection.

81. Children enter the Reception class when they are five, in line with the policy and organisation of the Oxfordshire Education Authority. As a direct result of their birth-date some children enter Year 1 immediately from the nursery. Most children entering the Reception class have attended the part-time nursery that is attached to the school and are therefore well used to school life. At the time of the inspection there were 35 pupils in one reception class. Two teachers manage the class, which has been in existence for just one term. The procedures for pupils entering the Reception class are good overall and allow time for the children to take part in the assemblies and story times. Parents are given the opportunity during an evening meeting to learn about the organisation and curriculum of the school. As a result of the induction process, children settle easily into the Reception class.

82. Pupils enter the Reception class with average levels of attainment and make satisfactory progress. By the end of the academic year, the majority of children will attain the expected standards.

83. The quality of teaching is satisfactory overall. No unsatisfactory teaching was observed and some good and very good teaching was seen. Children enjoy school and quickly develop positive attitudes to learning.

84. Resources are satisfactory overall but the outdoor area for the Reception children does not provide satisfactory provision. The school is aware of this and is planning to re-organise and improve the play facilities to develop and enhance the children's gross motor skills.

### **Personal, social and emotional development**

85. Children make good progress in their personal, social and emotional development. They listen well, share resources and respect their peers and the adults with whom they come into contact. Teaching is good in this area. Both teachers and the learning support assistant work well together and provide a satisfactory learning environment that supports all children including those with special needs and the one child with English as a second language. The adults are caring, listening with respect to the children, teaching them to become independent, to behave well and to show concern for others. This is reflected in the very good behaviour that the children show in the classroom and around the school, for instance when they go to the school hall for assembly or to the information and communication technology room and the school library.

86. The personal and social skills of the children are enhanced through many appropriate activities. The children enter the classroom independently, although a few still require help from their parents or the staff. During the day there are planned opportunities for the children to extend their knowledge and skills in working and playing co-operatively, for instance when the children make pizza or role-play in the 'Animal Rescue Centre'.

87. The children help one another when dressing and undressing for physical education or putting on a painting overall or when using the dressing up clothes. They make choices as they decide upon the activities



that they wish to pursue. The teachers make informal observations of the chosen activities but this is not recorded in a formal way so that the information can be used to aid future planning.

### **Communication, language and literacy**

88. By the end of the Reception year almost all children are set to achieve the expected learning goals in this aspect and a significant minority will attain above them. The quality of teaching and provision are sound and children are making satisfactory progress. In discussions, children offer their own comments to the teacher, using clear speech and appropriate vocabulary. For example, one child remarked that while we are asleep, people in Australia are awake. The teacher immediately and skilfully used the globe to show the location of Australia and to illustrate to the children how the rotation of the earth creates day and night. Most children are making satisfactory progress in reading. They know the initial letter sounds and blends and use this knowledge effectively to read and comprehend simple texts. Those children with special needs and English as a second language make good progress in beginning to read with the help and encouragement of the teachers and the learning support assistant. The listening centre provides added pleasure and helps children to appreciate that books provide enjoyment and knowledge. The teachers praise the efforts of the children as they attempt to write independently, for instance when taking and writing messages in the role play area. All can hold a pencil correctly and by the end of the Reception year most will be able to write letters and numbers correctly.

### **Mathematical development**

89. Children make satisfactory progress in their mathematical development especially in counting and calculating. It is expected that the majority will achieve the early learning goals in this area. Most children count confidently and reliably to twenty and some on to fifty and beyond. They understand the concept of greater and smaller, the number before and the number after, more and less. Children sequence time as they draw and write about their activities during a day. They know and can use the correct mathematical symbols. They can weigh and measure the ingredients for a pizza and estimate the number of articles in a box before counting them together accurately. The quality of teaching is satisfactory overall. Adults are quick to use opportunities to develop the children's learning. Songs and rhymes such as 'Five little speckled frogs' are sung in class and in assembly to build upon the children's mathematical knowledge and understanding. Teachers provide work which is matched to pupils' prior attainment and make good use of planned activities to assess children's skills, for example during an estimation game.

### **Knowledge and understanding of the world**

90. Most of the children have a sound general knowledge and relate what is done in class to their own experience. Satisfactory teaching overall is promoting appropriately the children's progress in investigating, solving problems and trying things out. Most children are expected to reach the early learning goals by the end of the Reception year.

91. Children in the Reception class experience many opportunities that develop their knowledge and understanding of the world. They can use the computers and printers confidently. For example, they used the mouse competently to draw pictures of fire engines. In one very good lesson observed, the children wrote their names and used 'colour magic' to draw stars and the moon. The activity provided great enjoyment. It also developed the children's manual dexterity and extended their language, reading and mathematical skills. Children listen well. For example, in one satisfactory lesson observed they listened to the story of the 'Owl who tried to sleep' and learnt that animals live under as well as above the ground.

## **Physical development**

92. The quality of teaching is satisfactory overall, although the provision is narrow. The lack of outside play space and resources for children to develop gross motor skills limit the progress children can make. Though the hall is used effectively for physical education and children make satisfactory progress in using space and showing an awareness of those around them, better use could be made sometimes of staff. During the inspection, both teachers took all the children in the hall when it would have been more appropriate to split the class. Children are able to run, leap and jump. They are well co-ordinated. For example, in one lesson they moved and stretched using space appropriately and controlled their bodies in a variety of fluttering and floating movements. Children make satisfactory progress in developing their fine motor skills. In the classroom the children use scissors, pencils, paints, brushes play-dough and glue.

## **Creative development**

93. The quality of both the provision and teaching is satisfactory overall. The children will meet the standard expected at the end of the reception year. They explore colour, texture and pattern. Children have used paint and materials effectively to produce a replica village of the model village they had visited earlier in the term. In music the children enjoy singing rhymes and songs interpreting mood and speed. They understand and can hear the difference in the sound quality of percussion instruments choosing one to represent an animal or bird. They develop their speaking, listening and dramatic skills satisfactorily as they use the 'Animal Rescue Centre' during their imaginative play activities. The children talk confidently about their feelings for instance when looking at books and pictures.

## **ENGLISH**

94. Inspection findings show that standards in English are above average by the end of Years 2 and 6. These judgements are similar to those made at the time of the last inspection.

95. Standards of attainment in Years 1 and 2 have improved since last year when they showed a decline. In the 2001 National Curriculum tests taken at the end of Year 2, the percentage of pupils reaching Level 2 and above in reading was well below the national average. Results in writing were better and close to the national average. The proportion of pupils attaining the higher Level 3 in reading was well below that found in most schools and below in writing. When compared to similar schools the school's results were below average in both areas. However, inspection evidence shows that pupils are now making good progress. The improvements have come about as a result of the sharper focus that teachers now have on monitoring and assessment. This includes target setting and the introduction of an effective tracking system. The setting of pupils into ability groups in English in Years 3 to 6 is also ensuring good progress for pupils of all abilities.

96. In the 2001 English tests taken at the end of Year 6, the overall results were above the national average and close to the average for similar schools. The school met its target for English. Results over the previous three years show that girls have consistently done better than boys. However, no evidence could be found during the inspection to explain the reasons for this. Inspection evidence shows that progress in English in Years 3 to 6 is currently good. The subject meets statutory requirements.

97. Pupils with special educational needs make good progress in relation to their abilities. They are well-integrated into lessons and their individual educational plans contain appropriate targets for development. The pupils receive very good help from the learning support assistants and from volunteer classroom helpers who are well briefed. Very good provision is made for the small number of pupils who speak English as an additional language.

98. The school has successfully adopted the National Literacy Strategy and good opportunities are provided for pupils to practise and develop their literacy skills across the curriculum. For example, pupils in Year 1 made good use of their word banks when writing a report about snails. Older pupils have researched and read texts linked to their study of Ancient Greece. Another junior class has written factual reports of a visit made to Sulgrave Manor in conjunction with a topic on Tudors. Literacy skills are also well used for writing reports in science.

99. Speaking and listening continues to be above the national average in both key stages. As at the time of the last inspection, it is a significant feature and strength of the school and underpins very good work across the whole curriculum. Pupils of all ages listen well to others. They think carefully before making a response, for example when discussing '*understanding*', the current value under consideration. Good use of questioning enables pupils to think of different ways to express their views and ideas. Often they build on the views of others in a discussion and most pupils have the confidence to express an independent opinion.

100. Pupils in Years 1 and 2 demonstrated their speaking and listening skills well when discussing what they did at half term during the Queen's Golden Jubilee celebrations and when evaluating the work that they have done in art and design lessons. Older pupils in Years 3 to 6 listened carefully and extend their speaking skills prior to compiling a letter of complaint from Goldilocks about the three bears, when developing a line of argument as part of a lesson about persuasive writing, and when identifying genres from a selection of texts

101. By the end of both Years 2 and 6, attainment in reading is above that found in most schools. Pupils throughout the school enjoy reading, and most have a positive attitude towards books. There are no gender issues in teaching and learning in this subject and reading books are well matched to pupils' interest and ability levels.

102. In Years 1 and 2, pupils make good progress. They handle books well and enjoy the stories that are read to them. The youngest pupils use picture clues and prediction as well as their knowledge of phonics to help them tackle new words. Many pupils are able to read simple books with some independence for a variety of purposes. The use of the home/school reading diary is used well by some teachers to record books read and to provide diagnostic comment.

103. In Years 3 to 6 most pupils read with increasing fluency and continue to make good progress. Younger pupils are beginning to make judgements about the books that they read. By the end of Year 6 most are able to talk in depth about a preference of authors, and a range of genres including poetry. Pupils are developing skills of skimming and scanning. Library skills for most are well developed but for some pupils attainment in this area is less secure. Some of these pupils are unsure about the distinction between fiction and non-fiction, or about using the colour coding and Dewey systems efficiently. Recording of the work that pupils do in reading is varied. Teachers make little use of the home/school reading diaries as a means of monitoring and extending pupils' reading.

104. Standards of attainment in writing are good by the end of Years 2 and 6 and pupils make good progress. Writing skills are taught effectively and most teachers provide good role models. Almost all pupils transfer to joined writing by the end of Year 2. This is an improvement from the time of the last inspection

when it was reported that there was some inconsistency in the introduction of joined handwriting. The high focus given to the recently introduced 'codebreakers' phonic scheme gives pupils a secure start to writing and spelling new words. By the end of Year 6 all pupils have a pleasing handwriting style and use their writing well in all areas of the curriculum.

105. Pupils in Years 1 to 6 write for a range of purposes and audiences. By the end of Year 2, most pupils can form a sentence correctly. They express their ideas fluently and at length as they rewrite popular stories such as 'Little Red Riding Hood' and compose some of their own. They write factual accounts about monkeys and report on places they have visited. In Years 3 to 6, pupils refine and improve their knowledge of different types of writing – book reviews, instructions, verse – as they revisit them. By Year 6, the majority of pupils produce work of good quality and have a good understanding of the power of print as exemplified by their writing in the persuasive mode. They are well motivated and there is very little unfinished work. The attainment in spelling, punctuation skills and comprehension is above average. Pupils drafting and redrafting skills have improved since the previous inspection and are now satisfactory.

106. Pupils have very positive attitudes to English. They concentrate well and try hard. Behaviour is excellent and contributes directly to the good progress made by pupils.

107. Teaching in English is good overall throughout the school. Teachers plan carefully and have high expectations of the work that pupils will produce. They know the pupils as individuals and match work to their abilities ensuring that all are challenged. For example, planning for an extension group studying 'The Singing Bone' by the Brothers Grimm showed insight and perception of the pupils' potential. Teachers provide excellent role models when reading, for example from Dick King-Smith, or from a selection of limericks. This gives pupils standards to aim for. Relationships between teachers, pupils and helpers are excellent.

108. In the most successful lessons teachers are very clear of the focus and the intended outcomes. Tasks are made interesting. The approach is sometimes dynamic as in the work about 'Treasure Island' which really captured pupils' interests. Humorous teaching about limericks and about persuasive writing keeps pupils focused on the main teaching points planned for the lesson and leads to very significant gains in knowledge and understanding. Work generally proceeds at a good pace. Teachers in both key stages make learning fun. In a lesson about persuasive writing pupils enjoyed the proposition that children should watch more television! Teaching is less effective when pupils are spoon fed, for example when instructions are read to them, or materials handed out that they could have done for themselves. On occasion pupils copy out long texts from worksheets when they could have composed their own shorter sentences to complete the same grammatical exercises.

109. The co-ordinator and her assistant provide good role models and strong leadership. The quality of teaching and learning has been monitored but more needs to be done to evaluate what works well and what needs to be done in order to improve standards. Resources for English are generally good, although the poor quality of print on the overhead projector on occasion slows down some lessons. Effective use is made of pupil whiteboards in Years 1 and 2 to enable pupils to make good progress in handwriting. The library has a good range of books appropriately coded. Some of these are quite dated. The school is aware of this and upgrading is planned for in next year's budget. Classroom bookcases have a good cross-section of books and are appropriately located. Teachers provide many other resources to create stimulating environments for the teaching and learning of English. Computers are used well to support work in English in all classes.

## MATHEMATICS

110. In the 2001 National Curriculum test in mathematics taken at the end of Year 2, the schools results were below those found in most schools. The percentage of pupils achieving the expected Level 2, was below the national average, while the proportion achieving the higher Level 3 was well below the national average. When compared to similar schools, the schools performance was well below average.

111. In the 2001 National Curriculum tests taken at the end of Year 6, the proportion of pupils attaining Level 4, the expected level nationally, and the higher Level 5 was similar to the national average. The attainment of pupils was well below that achieved in similar schools.

112. Inspection evidence shows that standards have improved this year. Attainment in lessons observed during the inspection, as well as an analysis of pupils' work, indicate that attainment in Years 1 and 2 is now in line with national expectations. In Years 3 to 6 standards are now above national expectations, as they were at the time of the previous inspection. The main contributory factors to this improvement are better assessment procedures, which are being used well to track and target pupils, and a significant reduction in the number of pupils with special educational needs within these year groups. However, to raise standards even higher there is a need for the school to examine the match of tasks that are presented to the pupils and the outcomes that they are producing for there is still underachievement amongst some of the more able pupils.

113. By the end of Year 2, the pupils have developed sound number concepts and, in most areas of mathematics, they are working at the level expected for seven-year-olds. However given their prior level of attainment, the achievement of some of the more able is not high enough. Pupils have a secure knowledge of addition and subtraction facts using numbers to 20. They identify hundreds, tens and units in three digit numbers. They tell the time accurately and work out which coins are used to pay sums of money up to one pound. In Year 1, most of the pupils' work is completed on worksheets. Although these provide appropriate tasks for the majority of the pupils, they limit the progress of the more able pupils. During the inspection, for example, some pupils seemed to consider that the completion of a work sheet was the expected target for the lesson and were working at a rate that would achieve this. Some of the pupils are capable of attempting additional extension tasks.

114. By the end of Year 6, the pupils have very good computational skills and well established concepts of addition, subtraction, multiplication and division. They use a good variety of strategies for carrying out mental calculations. For example, they can identify and explain clearly a variety of ways to multiply two two-digit numbers. They show clearly on paper how they do calculations mentally. They have a good grasp of mathematical vocabulary. Their written work shows good understanding of how to interpret data and draw conclusions from tables and charts. Pupils make sense of number problems and recognise the operations needed to solve them. They know whether answers are reasonable and have appropriate strategies for checking them.

115. Numeracy skills are developed effectively in other areas of the curriculum and information and communication technology is used soundly to develop mathematical skills. For example, in science pupils collect and record data before using a computer program to produce graphs and charts to show their favourite mini beasts.

116. As at the time of the last inspection, pupils in Years 3 to 6 are taught in set groups, three groups within each year group. Overall this provision benefits the pupils. However, in some lessons there was insufficient differentiation of work for the more able pupils. Work is differentiated but not sufficiently to challenge all pupils. Some of the more able pupils demonstrate a lack of urgency when attempting their assignments. A significant proportion of the work is governed by the tasks contained within the mathematics

textbook and teachers need to consider if the task being presented is sufficiently challenging for all the more able students.

117. The progress made by pupils in Years 1 and 2 is satisfactory overall and good in Years 3 to 6. To enable pupils to make even better progress there is now a need for teachers to ensure that all the more able pupils are suitably challenged. To do this, their marking needs to be more evaluative. For example, if a pupil is constantly achieving complete success in the tasks provided then this may be an indication that the tasks need to be set at a higher level. The more able and faster workers will make better progress if they have clearly defined targets that ensure that they are fully involved throughout the lesson. Pupils with special education needs and those who speak English as an additional language receive appropriate support and the tasks they are asked to complete build well on previous work. They make good progress.

118. The overall quality of teaching in mathematics is good. No unsatisfactory teaching was seen and in both Years 1-2 and in Years 3-6 some very good teaching was observed. This is an improvement on the findings from the previous inspection when it was judged that teaching was satisfactory in Years 1 and 2. All teachers have a good understanding of the National Numeracy Strategy and of the concepts which need to be taught. Teachers' planning is sufficiently detailed and methodical and provides them with a good basis for teaching effective lessons. However, expectations for some of the more able are not high enough and teachers need to consider this when planning. Most lessons are well structured, providing an appropriate balance between whole-class, small group and individual activities. The majority of mental mathematics sessions are conducted briskly and effectively. Some, however, are less effective. In one session, for example, questions were directed at individual pupils and did not guarantee the involvement of all. In another session, the pace was dictated by the slowest pupils, leading to some frustration for the more able. Homework makes a valuable contribution to pupils' standards of attainment.

119. The pupils' responses in lessons are very good in both key stages. Pupils behave very well and are interested in their work. Their attitude to mathematics is positive and they enjoy the challenges set for them. Relationships between pupils and with their teachers, learning support assistants and other adults are very good.

120. The co-ordinator for mathematics is very committed and works hard to improve standards throughout the school. Though there has been some monitoring of the quality of teaching and learning in the subject, there is a need for the information to be evaluated and fed back to staff so that improvements can be made to future planning. This is an aspect that the school has identified as an area for development. Assessment procedures are good and have improved since the last inspection. The information is being well used to track individual pupils and to target groups. The school has good resources for mathematics and makes effective use of them to support learning

## **SCIENCE**

121. Standards are broadly similar to those found in most schools by the end of Year 2. The school's performance in the 2001 teacher assessments in science was above the national average at Level 2 and above but well below the national average at Level 3. However, the work observed during the inspection indicates that standards are improving and that most pupils are now being appropriately challenged. As a result, more pupils are attaining the higher level 3.

122. Inspection evidence shows that by the end of Year 6, pupils' attainment is above average. These findings broadly reflect those made at the time of the last inspection. Most pupils have attained Level 4, as expected for their age, and a significant number are working at the higher Level 5. The school's results in the 2001 National Curriculum tests in science, showed a decline from the previous year because of the number of

special needs children in the age group. Standards have improved this year and more pupils are expected to achieve the higher Level 5. Key factors in the above average standards are the teachers' focus on the use of relevant scientific language and the provision of challenging practical activities. As a result, pupils have a good understanding of how to carry out an investigation and use appropriate terms in both their oral and written responses. However, older pupils are not given the opportunity to plan and set up an investigation for themselves.

123. All pupils make good progress, including those who have special needs and those who speak English as an additional language. Throughout the school there is no noticeable difference between the performances of boys and girls.

124. In Years 1 and 2 pupils are making good progress overall. Through trying things out, such as growing their own runner beans, they learn about life processes and living things. They can record their observations and findings in simple records in the form of, for example, a diary. Year 1 pupils know that plants need water and light to grow and can label the leaf, flower, stem and root on a diagram. Older children use correct scientific terminology such as 'life-cycle' and 'disperse' with good understanding. For example, one pupil explained 'reproduce' as 'the seed goes in the ground and the plant grows all over again'. Year 2 pupils, in discussion about a visit made to the nature area, showed good understanding and knowledge about different mini beasts.

125. The rate of progress increases in Years 3 to 6 because of much good teaching. By the time they leave the school at the age of eleven, pupils have a good bank of scientific knowledge and understanding in all aspects of science. A good example of this is Year 6 pupils' understanding of how to investigate which soils have the best drainage and their knowledge of electrical circuits, insulators and conductors. When talking about what they have done, they use relevant terms confidently. Through an appropriate range of activities, pupils in Years 3 to 6 develop a good understanding of scientific enquiry and how important it is to compare like with like. This was very much in evidence in Year 5 when they were investigating different materials, such as a tea towel, tissue paper and a woollen jumper, to find out which one was the most effective as sound proofing. One child noted, 'It was not fair because of the different size of the items.'

126. Pupils make good use of their literacy and numeracy and information and communication skills in science. They are encouraged to discuss ideas, use the correct terminology, write up their own accounts of investigations and measure using thermometers and force meters. For example, pupils in Year 2 have produced their own leaflets about snails. One wrote, 'Snails like to live where it is dark and damp'. Pupils use computers well to input data and print out graphs to show their favourite mini-beasts or to design a poster illustrating the dangers of smoking.

127. The pupils' attitudes to science are very good overall throughout the school. Pupils are enthusiastic about the work they do but would like to have more control over planning investigations. They are sensible in how they approach the work, how they share and use equipment and how they discuss their findings with one another. All pupils are keen to answer questions and record their findings neatly. The strong emphasis placed upon investigations makes a valuable contribution to the pupils' social development; some of the topics they study, for example healthy living, make a good contribution to their moral development. As at the time of the previous inspection, pupils' behaviour is excellent.

128. The quality of teaching is good overall throughout the school. It is very good in Years 5 and 6. Teachers have a good knowledge and understanding of the subject and make the lessons as interesting and as relevant as possible for the pupils. All teachers use relevant scientific terminology and explain tasks clearly at

the beginning of the lesson. This ensures that pupils understand what is expected from them and, as a result, the quality of learning is good. They use learning assistants well to ensure that pupils with special educational needs and those who speak English as an additional language are provided with the same opportunities as the rest of the class. The quality of this provision is very good and ensures that they make good progress.

129. Where teaching is very good, the teachers make very effective use of marking to move learning on and extend pupils' thinking. For example, one of the Year 6 teachers commented in a pupil's book, 'What's the process of change? What happened to the water?' and later on advised, 'Read my comments to make it (the work) better'. A common strength throughout the school is the very good relationships between adults and pupils. Pupils are treated with respect and as a result they are eager to show and share what they have seen and found out. This was very evident in a Year 2 class when the teacher picked up on a comment from a higher attainer to initiate a discussion about why certain animals became extinct and which came first the seed or the flower.

130. The quality of subject leadership and management is good overall. The co-ordinator knows what needs to be done to raise standards. She has been given some time to discuss planning issues with year group teachers and to scrutinise pupils' work. Monitoring of teaching and learning has taken place but more needs to be done to ensure that the information is evaluated and passed onto staff so that they know clearly what needs to be done to improve standards. Assessment procedures are good and effective use is being made of the information. The scheme of work takes account of recent statutory changes and draws on national guidance as to what each year group should be learning but is being reviewed. Resources are not as good as they were at the time of the last inspection and are now unsatisfactory overall.

## **ART AND DESIGN**

131. Attainment in art and design at the end of Years 2 and 6 is above average. The high standards reported in the last inspection have been maintained and the subject continues to be a strength of the school.

132. In Years 1 and 2, pupils explore and develop ideas using a wide range of media. In observational work pupils use magnifying glasses well to see the fine detail in nigella plants. They observe carefully and show very well developed fine motor control when using thin brushes and pens to record what they have seen - and not what they think they might have seen. They work on a larger scale with paint and pastels to make detailed drawings of themselves, of the headteacher's trumpet, and of fruit and vegetables. Pupils have access to a good range of appropriate materials to record their work. For example, they select carefully from a range of junk materials when making pirate ships. They are confident at evaluating and modifying their work and are proud of what they achieve. Pupils handle tools with confidence. They are proficient in using scissors, glue spreaders and the sellotape dispenser so that they can construct three-dimensional models with the minimum of adult help.

133. Clay work is well established. The pupils described in detail how they had used slip and cross-hatching to apply features to a face. A special educational needs pupil completed some superb clay work, supported very well by a learning assistant.

134. Pupils experiment with various materials for collage work and use both technical terms, and a rich vocabulary to describe their work. For example, one pupil described the flames in a piece of work depicting the Great Fire of London as 'coming out dancing like dragons' tongues'.

135. Good progress continues to be made in Years 3 to 6, as pupils are introduced to a wide range of genres, and study the works of various famous artists. In one class the focus was on Degas, in another pupils



had painted landscapes in the style of Hockney. Some pupils had designed and made three-dimensional blocks to print wallpaper in the style of William Morris. Others had painted in the style of Picasso. The work that pupils produce is of a good quality. They learn the skill of composition and consider the place of imagery and relationships in their art work. Older pupils make well formed coil pots to resemble Greek vases in conjunction with a history topic. They research patterns to decorate them. They practise these first on a strip of card that is then wound round bracelet fashion. In this way pupils are taught skills formally before they decorate their pots. The results show creative work of a high standard tailored to the Greek theme.

136. Pupils of all abilities in both key stages make good progress. They show enjoyment in their art and design work and are proud to talk about it.

137. Overall teaching standards are good and skills across the subject are taught in a structured way. In these sessions teachers determine materials that will be used with successful outcomes. Teaching is especially effective where the teacher concerned has a flair and interest in art and design. Teaching is also good where teachers, artistic or not, have thoroughly researched and prepared the skills, and subject matter that is planned, and where pupils are encouraged to experiment and refine their work. Good time management and pace in lessons means that art work is generally completed whilst the initial impetus is still strong.

138. Teaching in a few cases is less successful because the tight structure used in teaching the skills needed for art work is extended into the more creative aspects of the subject and this dampens pupil spontaneity and originality. In one lesson the main focus was missed and this resulted in pupils gaining little in their knowledge and understanding of the impact of imagery and composition.

139. The quality of the art and design work on display is very good. Displays celebrate the high standards of work by pupils of all abilities. The subject makes a significant contribution to the pupils' social, moral, spiritual and cultural development. The input provided by a series of artists in residence over recent years has contributed to these standards, and provides further enrichment opportunities.

140. The school is well resourced for art and design work. Pupils use resources and tools with care. They share and take turns in a mature way. Pupils work well both individually and in groups. Some excellent collaborative panels compiled from individual pattern experiments include work by pupils from the partner school in Denmark.

141. The co-ordinator has given a strong lead but is due to leave at the end of term. She leaves a rich legacy in this curriculum area for a successor to build on. Though she has always been available to support colleagues in planning and delivering art and design across the curriculum, she has not been given the time to monitor and evaluate the quality of teaching and learning.

142. The present scheme of work has been in place for two years but teachers judge it to be less successful than the previous one. As a result, plans are in place to draft a new one that will build on the strengths of the former scheme and include all the latest guidelines. The issue of formal assessment has yet to be addressed fully.

## **DESIGN AND TECHNOLOGY**

143. The organisation of the school's timetable meant that only four design and technology lessons could be observed during the inspection and these were in Years 3 to 6. Judgements about standards in Years 1 and 2 are based on a scrutiny of pupils' work, displays, teachers' planning and discussions with teachers.

144. Pupils make satisfactory progress in Years 1 and 2 and by the end of Year 2 attainment is similar to that found in most schools. These judgements are similar to those made at the time of the last inspection. Pupils are able to design products such as a puppet and to evaluate the finished article. They demonstrate a good understanding of the materials that they are going to use, with some consideration being given to the properties that make it suitable. The pupils use diagrams well to show their ideas and are clear about the steps to be taken, setting out carefully the stages involved. Most pupils' evaluations concentrate on simple developments, such as the colour of the puppet. There is little consideration given to considering improvements to the process used.

145. Standards in Years 3 to 6 have improved since the last inspection and attainment is now above average. Pupils make good progress. By the end of Year 6 they think up a good range of ideas from which to select their own preferred option. While some pupils generate ideas around the same basic design, others use their knowledge of existing products to suggest a range of initial design ideas. Planning is now more detailed and important stages such as accurate measurement and health and safety considerations are highlighted. Evaluation of the finished product is also more comprehensive, with pupils focusing on where they might have used different materials or combinations. They also review what they have gained from a project and how their skills have developed.

146. There are significant links between design and technology and other aspects of the curriculum. For example, in Year 4 the 'Pop Up Books' are used to record written work from literacy, and science is linked appropriately to the topic 'Fairground Rides' in Year 6. History work related to the Egyptians is used effectively as a starting point in examining chairs and their construction. In Year 3, when designing items for the school garden careful consideration was given to the planning, positioning and construction of a sundial.

147. Pupils with special educational needs and those who speak English as an additional language are very well provided for and, as a result, make good progress overall.

148. The quality of teaching observed in the four lessons was good overall. Lessons were well planned and the pupils were expected to use and develop their existing skills and to take care over their work. Good use is made of support assistants who make a very valuable contribution when working with small groups or individuals. Teachers provide appropriate resources and a range of stimulating tasks to interest the pupils. In the lessons observed pupils worked hard. They say that they find the work in design and technology fun and they enjoy it. They co-operate very well together and share resources sensibly. Behaviour is very good.

149. The co-ordination of the subject is sound. Though planning is checked, the quality of teaching and learning has not yet been monitored or evaluated. Assessment procedures are satisfactory but more use could be made of the information to improve planning and raise standards even further. Resources are adequate. Homework makes a valuable contribution to the above average standards being achieved in Years 3 to 6.

## **GEOGRAPHY**

150. By the end of Year 2 attainment in geography is similar to that found in most schools but skills are less well developed than knowledge. Pupils gain appropriate knowledge about their own locality when they are also introduced to early skills of mapping. Progress is satisfactory. Pupils are introduced to the idea of geographic enquiry by making simple comparisons between their own and other areas of Britain. Through the 'Katy Morag' stories they succeed in gaining knowledge about the impact of physical landscape on the life-style of an island community, for example, how this affects the means of transport in use. Similarly the adventures of 'Barnaby Bear' or 'Maisie Mouse' give them some understanding of how places are linked to others worldwide.

151. Attainment by the end of Year 6 is in line with national expectation. The majority of pupils have gained appropriate subject knowledge and have acquired satisfactory geographical skills, although more emphasis could be placed on first-hand learning experiences as pupils progress through the key stage. For example, the investigative project carried out by Year 3 pupils about the local area and the enquiry into environmental improvement by Year 4 pupils provide good examples of how geographical skills can be developed effectively through fieldwork. Secondary sources are well used in Years 5 and 6, and there is evidence that data is collected and recorded. However, there are missed opportunities for the development of fieldwork skills in these older age groups.

152. By the time they leave the school pupils have satisfactory knowledge of their own locality and there is no significant difference between the attainment of boys and girls. These findings are broadly similar to those made at the time of the last inspection. The pupils have made comparisons with a contrasting area of the United Kingdom and have some insight into village life in India. They have in depth knowledge of the effects of water on the landscape and have been involved in environmental issues.

153. The quality of teaching and learning is good. The lessons observed were consistently good in both key stages and conversations with pupils and examination of their workbooks indicate that this standard of teaching has been sustained over the year. Lessons are well prepared and the clear learning objectives are usually shared with pupils. Teachers have appropriate subject knowledge, which is manifest in their good questioning techniques. They emphasise geographical vocabulary appropriately. Expectations are high and pupils are frequently asked to work in co-operative situations, for example in pairs. Teachers value pupils' work and classroom displays promote and reflect pupils' learning. Available resources, such as maps, videos, photographs and overhead projections, are well used, for example to give insight into village life in India.

154. Information and communication technology is used extensively and very effectively in both key stages. Pupils have frequent opportunities to practise their literacy skills and to a lesser extent their numeracy skills in the course of studying geography. Year 6 pupils in particular enjoy the challenge of researching their own topics. Tasks for pupils take good account of the varying levels of attainment in each class. Consequently, most pupils make satisfactory progress throughout the school. This includes pupils with special educational needs who are very well supported and provided for and those few pupils whose home language is not English. The subject successfully promotes empathy in the understanding of other cultures and makes a positive contribution to pupils' spiritual, moral, social and cultural education.

155. Teachers' excellent skills in class management are reflected in pupils' very good attitudes, which together with excellent behaviour in lessons, contribute very positively to the quality of learning. Pupils generally present work well. They work amicably in pairs or small groups when required to do so. Most concentrate well, maintain interest and show enthusiasm for the topics studied.

156. The subject is well led. A new policy and scheme of work have been introduced since the previous inspection. The co-ordinator has recognised the importance of continuity in the development of skills throughout each year group. This has resulted in re-scheduling the time-table of geographical topics.

Furthermore a hierarchy of mapping skills has been developed with this in mind. It now needs to incorporate the other fieldwork skills. The collation of work to ascertain pupils' attainment is at a very early stage. Monitoring of the quality of teaching and learning of geography has not yet been carried out. More use could be made of assessment information to improve standards. Curriculum resources are satisfactory.

## **HISTORY**

157. Attainment by the end of Year 2 is similar to that found in most schools. By the age of seven most pupils have developed a sense of simple chronology so that they can discriminate between objects and pictures representing the present, the recent past and the distant past. They are introduced to famous people from the past such as Florence Nightingale and Samuel Pepys, and significant events such as the Great Fire of London. They develop the skills of historical enquiry by drawing on their own experiences to make comparisons with those of people who lived in the past.

158. By the end of Year 6, standards achieved by both boys and girls are higher than those found in other schools. There is good evidence in pupils' workbooks to show that their skills of chronology, historical enquiry and interpretation introduced in Years 1 and 2 are well developed throughout Years 3 to 6. As they become more knowledgeable about the past, most pupils get more skilled in making reasoned observations about changes over time. They use both primary and secondary sources successfully to pursue lines of historical enquiry and research. For example, during the inspection Year 6 pupils were successfully using information from the 1841 census to extend their knowledge about how life in their own village has changed since Victorian times.

159. The quality of teaching and learning is good overall with some very good features. Good subject knowledge, well prepared lessons and the use of a range of effectively deployed artefacts are common features. Many teachers have strategies to make history interesting. Visits to places of interest, such as a local working Victorian farm, and various museums, including the Ashmolean, successfully utilise the resources available locally to enhance pupils' learning. Occasional events, such as the evacuee day held by Year 3 give pupils a clearer understanding of World War II and make learning fun. Lesson tasks are well matched to pupils' attainment levels so that most, including those with special needs and those few whose first language is not English, can succeed. In general, when worksheets are used they suit their purpose, for example to support pupils with a special educational need. There is a strong emphasis on the use of appropriate historical vocabulary, which pupils sometimes find hard.

160. Two particular strengths of the very good teaching observed in Years 1 and 2 were the use of searching questions to extend pupils' thinking and the setting of a role-play situation, which required them to be eye-witnesses at the Great Fire of London. The latter was very effective in getting pupils to develop and articulate their ideas prior to responding to the questions posed by their peers. Similarly in Years 3 to 6 very clear and detailed explanations about what was to be achieved in the lesson, together with carefully thought out tasks, ensured that the time available was used very efficiently.

161. There are good opportunities for pupils to develop and practise literacy skills by carrying out their own research, sometimes for homework. Information and communication technology is frequently used for investigative work and in the reporting of findings. There are good links with other subjects. For example, in Year 3 a project to design, make and evaluate a gas mask made a valid link between history and design and

technology. As part of their study of the Tudors, Year 4 pupils were introduced to contemporary music and composed a dance sequence linked to the theme of Tudor exploration. Year 5 pupils produced their own pots based on Ancient Greek designs. Year 6 observed William Morris designs as a basis for making their own block prints.

162. The subject contributes well to pupils' spiritual, moral, social and cultural development. Displays of work enable achievements to be shared.

163. Teachers manage pupils extremely well. Relationships are excellent. Consequently, their very good attitudes to learning and the very high standards of behaviour, contribute very positively to the high quality of pupils' learning. Many welcome the challenge of carrying out their own research. Most take a pride in the appearance of their work.

164. The subject is well led. Since the time of the last inspection a new policy has been put in place and the school has adopted national guidelines. The good standards, which were noted at the previous inspection, have been successfully maintained. A start has been made to assessing pupils' progress by collating sample of written work as exemplars of the levels achieved, but the system is not yet fully operational. There is no evaluation of the quality of teaching or learning by the co-ordinator. Resources available in school are suitable in range and sufficient in quantity.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

165. Standards in information and communication technology (ICT) are above average by the end of Years 2 and 6. This represents good progress since the time of the previous inspection when the requirements for the subject were not as high. Pupils of all attainment levels are suitably challenged by work that is matched well to their needs. The small numbers of pupils who learn English as an additional language make good progress. The quality of learning is good because the topics are introduced well and pupils are given time to use and develop their skills in other subjects. There are no differences between the standards produced by boys or girls. All pupils achieve well.

166. Above average standards have been achieved due to a combination of factors. The subject is very well led by a knowledgeable co-ordinator. He has ensured the school has kept pace with national developments. Most members of staff are very confident in their subject knowledge and basic computer skills are taught very well in the school's ICT suite. Very good opportunities are provided for pupils to use and develop their skills in most other subjects of the curriculum. Finally, all teachers receive excellent support from the school's highly competent ICT classroom assistant.

167. Pupils in Years 1 and 2 use equipment with increasing confidence. They know how to log on and off and locate the appropriate program. Year 2 pupils have a good knowledge of the main keys and use the mouse to move the cursor with confidence. They select shapes from a choice of options and invert and rotate the shapes to make tessellated patterns. Word processing is used well, for example, to work out a series of questions to be asked to a book illustrator when he visits the school. Pupils word process directly onto the screen their own questions. Good links are made with literacy hour lessons. For example, in Year 1 pupils make covers for books in the style of Jane Hissey. They show well developed modelling skills in navigating a CDRom version of 'My first Dictionary' to locate different types of fruit. Discussions held with pupils show that they understand how to use a 'Roamer' and know how computers can help out of school.

168. In Years 3 to 6 pupils' skills are further developed and by the end of Year 6 they are eager to explore the uses of computers. For example, they can use a Superlogo program to produce commands on screen to

create a row of houses. Pupils have a good working knowledge of ICT and can describe accurately how to import pictures into their work. They alter fonts and sizes of letters with ease and edit and improve their work. For example, in one Year 3 lesson pupils used their editing skills well to zoom in on their holiday pictures in order to add more detail. Older pupils select fonts that complement the subject matter, and alter the layout, size and the colour of the text with good results. For example, in literacy lessons they produce some well-presented abstract noun poems. Pupils can competently search databases and know that data is organised into fields. Most are competent at using the Internet and in one age group have, for example, used it to explore Islamic art. The 'Flexicad' program is used well to help pupils develop their modelling and design skills.

169. Very good use is made of ICT in other subjects of the curriculum. In Years 1 and 2 it is used well in science and music. For example, in science the 'Colour Magic' program is used to produce labelled pictures and tables of information about the types of mini beasts found in the school grounds. In music the 'Music Explorer' program allows pupils to create simple musical phrases. Some of these are of a very good quality especially when repeating patterns are included. In a religious education lesson younger pupils made good use of their word-processing skills when recording what was special to them. One child word-processed directly onto the screen, 'The place that is most special to me is my home.'

170. In Years 3 to 6 pupils continue to use their ICT skills well in most subjects. In Year 5 science lessons pupils have produced information sheets of very good quality about the human body and about the dangers of smoking. Year 6 pupils worked in pairs using a planning frame to plot out a story and to produce a synopsis. Also in Year 6 there are very good examples of graphics being used in science to produce an annotated diagram of a flower. Year 4 pupils used the 'stamp' tool well in art and design to create a series of repeating patterns. In history, Year 3 pupils used a modelling program to explore a Roman town. There are some satisfactory examples of ICT being used in mathematics, for example, spreadsheets using number magic but more could be done.

171. The pupils respond well to the work set and clearly enjoy using computers. They listen carefully to the instructions and remain on task when working at the machines. They work well together and offer each other advice as necessary. There is clear evidence of the pupils learning from each other as well as from the teacher. In one lesson a child thought he had lost his work but another helped him to bring it back on screen. One Year 2 child when asked about the subject said, 'ICT is brilliant in this school.'

172. Teaching has improved since the time of the previous inspection when it was found to be satisfactory. The quality of teaching in the lessons seen in both key stages was good overall and sometimes very good or excellent. Most teachers are confident, knowledgeable and manage their classes very well. Some excellent teaching was seen with Year 2 pupils. In this lesson pupils were given time to experiment and to refine their musical compositions. One child after altering the tempo of her composition said, 'I don't think it sounds right' and altered it back to its original tempo.

173. During the most effective lessons teachers demonstrate techniques and skills to the whole class. The tasks set for each session are clearly focused. Activities are well organised, with programs and equipment prepared beforehand, so that pupils make best use of time. Excellent support is provided by the school's ICT classroom assistant who can be called at any moment on the 'hot phone' to provide help when a program fails. In one Year 6 class the teacher has provided pupils with exercise books so that printed work can be stored as

a record of progress. In other classes the only collated evidence of the good progress pupils are making in developing their skills in ICT is the good quality wall displays of pupils' work.

174. The subject is very well managed and led by the co-ordinator who has worked hard to provide a supportive scheme of work. He has built up the number of programs available and has developed a good portfolio of work that has been assessed against National Curriculum levels. Pupils' work is assessed and the results used well to plan future learning. The co-ordinator has undertaken classroom monitoring of the subject and through these observations has been able to build up a good understanding of how the subject is taught and of what pupils' are learning. However, the written reports produced tend to be too descriptive and do not give pointers to help staff improve even further. As such opportunities are missed to fulfil the school's mission statement of 'making best better.'

175. The school has a weekly computer club and pupils look forward to working on the school's web site. A best newcomer award has been achieved recently in a local authority ICT competition. Resources are of a good quality and new programs are purchased as and when needed to take some aspects of the subject on even further. The ICT suite is fully equipped but not ventilated well. Though all classes have access to a computer during lessons, the school has plans to improve this aspect of ICT provision.

## MUSIC

176. Standards in music are similar to those found in most schools by the end of Years 2 and 6 and pupils make satisfactory progress. These judgements are similar to those made at the time of last inspection. The instrumental tuition provided by visiting specialists enhances the quality of music provision in the school. The choir, made up of pupils from Years 3 to 6 achieves a good standard that is replicated in class. Music plays an important part in the values systems that constitute the school ethos and it also extends pupils' spiritual, moral, social and cultural development. The use of information and communication technology to encourage composition is an improvement since the last inspection.

177. Pupils in Years 1 and 2 thoroughly enjoy their weekly singing assembly that provides the opportunity for them to perform to an audience. They learn to develop their listening skills as they clap out short rhythmic phrases. The pupils make good progress in their singing as they sing together 'This little light' producing joyful exuberant sounds. In one good lesson seen, pupils extended their vocabulary and knowledge well as they thought of animals described in the music of Saint-Saens.

178. By the end of Year 6, pupils have learnt and understand musical vocabulary such as 'dynamics', 'pitch', 'pulse' and 'volume' through clapping, listening and moving to music. They know that music can be used to represent moods and feelings. For example, in Year 4 the pupils consolidated their musical understanding of mood and nuance by listening to the 'First cuckoo in spring' by Delius. They could make sensitive suggestions about the scenes created by the music.

179. Pupils throughout the school, including those pupils with English as an additional language and those with special educational needs enjoy all aspects of music. All pupils behave excellently in the whole school singing assemblies and concentrate in order to learn the words, actions and music of the hymns and songs.

The quality of the singing is good and the intonation and enunciation is clear. The pupils enjoy singing and perform with energy and enthusiasm to a variety of local audiences.

180. The quality of teaching seen throughout the school is good. The lessons are well planned and match the abilities and knowledge of the pupils. Resources are used appropriately and the correct musical vocabulary is deployed. Expectations of behaviour and pace of work are high. Pupils respond to music with energy and enjoyment. It contributes to their spiritual, moral, social and cultural development.

181. The school has good ICT facilities that are used well for the development of composition in both key stages. Pupils are familiar with the program 'Music Explorer' and use it to understand that symbols can be used to read and compose music.

182. The co-ordinators have a clear understanding of the progress and the developments needed to raise attainment in the subject still higher. Teachers are requiring some assistance in delivering the composition aspect of the subject and additional resources are to be introduced. There is an increase in the number of pupils playing instruments and the possibility now exists to form an orchestra. Additional multi-cultural instruments have been acquired that add to the knowledge and skills of the pupils. A new scheme has been introduced that provides more guidance for the non-specialist teacher. Formal assessment is not in place and the co-ordinators have not yet been able to evaluate the quality of learning and teaching.

## **PHYSICAL EDUCATION**

183. As at the time of the previous inspection, standards in physical education are similar to those found in most schools by the end of Years 2 and 6. During the current inspection, work was observed in dance, athletics, gymnastics, games and swimming. Pupils of all levels of attainment, including those with special needs and the few who speak English as an additional language, make satisfactory progress overall. The last inspection found the quality of teaching to be satisfactory in Years 3 to 6. Inspection evidence shows that teaching has improved in these classes and is now of a good and sometimes very good quality. The school now allocates enough time to the subject and ensures that the curriculum is broad and balanced across all age groups. Standards in swimming remain high. In all classes pupils understand the need for a warm up activity. They appreciate the necessity for safe working and wear appropriate clothing.

184. At the end of Year 2, pupils can use space effectively, keeping out of each other's way and moving safely around the hall at different speeds. For example, in a gymnastics lesson they responded well to the demands of the 'Engine' game, moving round the hall with a partner holding on to each other's waist. Pupils demonstrated good skills in throwing and catching a beanbag. In Year 1 they concentrated hard, showing good control and co-ordination in producing both one- and two-point balances. In both years there are few opportunities for pupils to evaluate their movements or those of others. This limits improvement in their performance.

185. In Years 3 to 6 pupils continue to make satisfactory progress in developing their games, dance and athletics skills. They use space and equipment effectively. In Year 5 pupils are acquiring a good understanding of the skills necessary to play striking and fielding games. They can throw a ball accurately



and can catch a ball with either both hands or with one hand. Year 6 pupils used the required skills well in sprinting, throwing and when undertaking a standing long jump. Year 4 pupils responded well in a dance lesson and produced creative and expressive movements when asked to respond to the sound of Drake's drum. There was little involvement by pupils in evaluating their own progress. However, in another lesson with a different Year 4 class, pupils did suggest ways that their own performance might be improved. As a result the quality of learning was better.

186. The quality of teaching in lessons seen in Years 1 to 6 was good overall and sometimes very good. Most teachers know the subject well and are confident. Lessons are planned carefully and include very good opportunities to warm up and cool down. In dance lessons teachers use broadcasts effectively, stopping the tape at appropriate parts of the programme so that they can emphasise points that contribute to the lesson objectives. The better teaching is characterised by very good subject knowledge, high expectations, and very good management of pupils and effective feedback to pupils on their performance. For example, in a Year 2 lesson pupils were given time to devise their own games and rules and to refine them. Two pupils decided that their skittles were too large and changed them for smaller ones. In games activities a good pace to the lessons keeps all pupils actively involved and there is an appropriate focus on skill development. However, in a minority of lessons insufficient attention is given to pupils commenting on the performance of others in order to help them to improve.

187. Pupils display very good attitudes towards their work and this enables them to learn effectively. They enjoy the subject, get changed quickly for lessons and respond immediately to instructions. In all classes pupils try very hard, and when given the opportunity are prepared to demonstrate their skills and respond well to suggestions for improving their performance. Behaviour during lessons is always very good or excellent.

188. The school provides an appropriate programme of opportunities with good links with the local high school. There is a satisfactory range of extra-curricular activities, including football, and netball. All activities are open to both sexes. They are well organised and popular. By the time they leave the school most pupils can swim at least 25 metres and a significant number progress beyond this.

189. The subject is well managed. The subject co-ordinator has worked hard in developing a scheme of work using commercial guidelines. However, she has not been given time to evaluate the quality of teaching and learning in lessons. The school has yet to introduce a system to assess pupils' achievements at the end of each unit of activity. Resources are good overall and the school has spacious grounds and a large hall.

## **RELIGIOUS EDUCATION**

190. Inspection evidence indicates that by the end of Year 2 pupils' achieve the objectives set out in the Oxford Agreed Syllabus for Religious Education. Standards in Years 3 to 6 have improved since the last inspection and now exceed the expectations of the Agreed Syllabus.

191. Much work in Years 1 and 2 is done orally. During the inspection it was only possible to observe one lesson but evidence from a range of other sources indicates that by the end of Year 2, pupils have a satisfactory knowledge and understanding of Christianity, and learn a great deal about themselves in the process. They are also sometimes provided with appropriate opportunities to write independently about what they think and feel. For example, one child wrote, 'My special place is in the garden. Here I pretend to be different people with my brother'. Year 1 pupils know that a font can be found in a church and is used in baptism. Evidence from teachers' planning shows appropriate coverage of other faiths such as Judaism and Hinduism.

192. Good progress is made in Years 3 to 6 as pupils broaden their knowledge base. By the end of Year 6 they can identify and explain the principal aspects of Christianity, Judaism, Hinduism and Islam. For example, they know that Muslims respect the Koran and show this by washing their hands before handling it. Pupils are able to apply their understanding to consider how society is affected by faith, belief and values as they discuss and write about themes such as forgiveness, friendship and courage. These are very challenging themes for pupils of this age but they deal with them in a very mature fashion. This was very evident in a Year 6 lesson when the teacher was showing the class a variety of possessions which were very precious to her. They included some things that had belonged to her grandmother. One pupil asked, 'When you look at these things does it make you cry?' The teacher picked up on the question to point out that we shouldn't be ashamed to show our emotions. Through discussion, reflection and empathy, pupils develop a mature degree of self-knowledge and a high self-esteem.

193. Attitudes, behaviour and the personal development of pupils are excellent. These are important factors in the above average level of attainment, making a significant contribution towards the good progress they make overall. Scrutiny of books shows that pupils generally take a pride in the presentation of their work. During lessons pupils listen very attentively to their teachers and to each other. There is usually a quiet calmness in the way they conduct themselves.

194. Teaching was good overall with some excellent practice seen with the older pupils. All teachers have good subject knowledge. They work hard to promote the whole-school philosophy towards understanding others and understanding self. They are very successful in their challenge to pupils in this respect. This was brought home in an excellent lesson when the teacher encouraged the class to explain why they appreciated Alex so much. What was it about him that was so precious? The pupils came to the conclusion that it was because 'he lived his values'. Teachers have good skills in introducing lesson themes and provide pupils with many opportunities to respond to issues and ideas through discussion. For example, in a very good lesson in Year 2 the pupils showed remarkable maturity when discussing their special places. Particular care is taken to include pupils with special needs and those who speak English as an additional language in the discussions and work of the lesson. Pupils make appropriate use of information and communication technology to record their work. There are no significant weaknesses in the teaching. A relative weakness is that sometimes the tasks that younger children are asked to undertake are too difficult for lower attainers and they need more adult support to complete them successfully.

195. Management of the subject is good. However, the co-ordinator has not been given the time to monitor the quality of teaching and learning in the subject. Planning follows the Oxford Agreed Syllabus for Religious Education. It provides a sound framework for a consistent approach to teaching and learning within the subject. The subject makes a very good contribution towards the school's provision for the spiritual, moral social and cultural development of its pupils. There are excellent opportunities in Years 3 to 6 for pupils to reflect on the real issues of life, to come to an understanding of others and to value self. Some appropriate assessment procedures have been recently introduced which follow the local authority's guidance but it is not possible to make a judgement about their effectiveness. The school does not have a sufficient collection of artefacts to support teaching and learning in all aspects of the Agreed Syllabus.

